



BULLETIN

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ATA

'62

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This issue is dedicated

to the memory

of Terry J. Kelly

The IAC Bulletin is the official organ of the Industrial Arts Council of The Alberta Teachers' Association. Opinions of authors are not necessarily those of the Council. Address all correspondence, drawings and articles to the editor, George A. Sutherland at Strathcona Composite High School, Edmonton

Contents

- 3 A Message from your President
- 4 Guest Editorial, W. E. Robinson
- 5 Should Industrial Arts Objectives Be Revised?
W. E. Robinson
- 8 A Provincial Collection of Teaching Aids for Industrial
Arts and Vocational Training, John P. Liebe
- 10 Blueprinting in the School Shop, Martin Shalka
- 12 Flocking . . . A Novelty Finish, N. Stratichuk
- 15 Getting the Most Out of Your Industrial Arts Notes
and Workbooks, J. L. Moffat
- 18 Adult Education in Medicine Hat, H. Romfo
- 20 1961 Specialist Council Seminar, A. W. Toronchuk
- 23 Some Shop Safety Sense, G. Sutherland
- 25 Safety in Machine Operation, C. E. Stirling
- 29 Book Reviews
- 30 An Open Letter to Alberta Teachers Concerning
Vocational High Schools, C. B. Thompson
- 34 Secretary-Treasurer's Report
- 36 Constitution of the Industrial Arts Council, ATA
- 39 Four Project Sheets

A MESSAGE FROM YOUR PRESIDENT

Greetings to all shop instructors.

It is my pleasure to write this message for the first bulletin of the Industrial Arts Council of The Alberta Teachers' Association. This is not the first bulletin of this type published in Alberta but it is the first under the sponsorship of the Industrial Arts Council, ATA.

For us as Industrial Arts instructors this is not a new adventure but rather a new twist to our already established regional gatherings since we have been meeting together in regional groups for some time.

It seems to me that the formation of an Industrial Arts Council with regional councils will give the necessary lift and zest to make our meetings vital and worthwhile to every teacher in this field, but it can do this only if it receives the wholehearted and willing support of everyone of you. So far about two-thirds of the instructors in Alberta are members and more applications are coming in as other regional councils get rolling.

The interest and enthusiasm you displayed at last Easter's founding convention was gratifying to your executive and has helped us to give you the best service we could during this first year.

This is our trial issue bulletin and we will welcome your comments on it and carry out any desired improvements to the best of our ability. The printing, publishing and distribution of this bulletin has been undertaken by the ATA head office staff and for this we are grateful. We hope that each succeeding issue will improve in quality and quantity and grow into a valuable medium for the exchange of ideas and matters of shop as well as matters of professional interest.

"Don't forget that shop teachers are specialists, working under special conditions and as such have special problems," said R. H. Hill, past president of the British Columbia Shop Teachers Association. This means that a group of shop teachers such as ourselves are best able to understand and solve these special problems, or present them in their proper perspective, more effectively than others unfamiliar with the special circumstances involved. This also means that the Industrial Arts Council can deal more effectively with problems than can individual shop teachers, as we will speak with a uniform group voice.

- Dick Stonehocker

Seventeen years have passed since Mr. Neil J. Cameron and Mr. Lloyd Elliot, on behalf of the industrial arts teachers of Alberta, presented a brief to Dr. M. E. LaZerte, then dean of the Faculty of Education, University of Alberta.

The aims of the Industrial Arts Teachers' Association at that time included the desire "to press for degree recognition; to promote the growth of industrial arts education in the province; to build a satisfactory medium of exchange of shop helps and ideas among members, and to enable industrial arts teachers to act with some degree of conformity in matters that may arise from time to time".

With the establishment of the Industrial Arts Council, ATA, the groundwork laid by the earlier pioneers can now be brought to a fuller realization and to this end this bulletin is dedicated. This publication should serve as a means of information and instruction; as a vehicle for upgrading members, and as a channel through which expression can be given to ideas for the betterment of industrial arts instruction.

An immediate job would be to clarify the aims and objectives of industrial arts, and to define for the instruction of our academic colleagues and the public at large such terms as "industrial arts", "technical", "vocational", and "workshop techniques". This should be a definite purpose of this bulletin. Our hope is that it may grow into the strong and healthy aid for which it is designed.

- W. E. Robinson
President, Edmonton Regional Council

SHOULD INDUSTRIAL ARTS OBJECTIVES BE REVISED?

W. E. Robinson

Supervisor, Industrial Arts, Edmonton Public School Board

In this time of crises, criticism and controversy in general education, we of the newly formed Industrial Arts Council would be well advised to give some attention to the aims and objectives of our area in the curriculum for secondary schools. Is there complete harmony of agreement about our educational goals? What are the objectives of industrial arts, of vocational electives? Should we not rather stress the unique contribution industrial arts and the vocational electives make towards a well balanced school program instead of attempting to justify our goals on the vague objectives of general education? If we do this, we may have to discard many, revise others, and most certainly stress those objectives which we consider worthy of particular emphasis.

"We need first to agree upon a series of realistic objectives and decide upon their relative importance. . . . It is imperative to review our objectives frequently and to change them as is necessary to keep our program in harmony with that of general education in a society of rapid change."¹

Little Change in Objectives

The list of industrial arts objectives as it appears in the Alberta course of study differs little from one outlined in 1934 in "The Standards of Attainment of Industrial Arts Teaching" published by the American Vocational Association. This list with one or two additions to suit local needs has remained unchanged. Surely this would be an appropriate time to restudy our objectives and to bring them up-to-date.

Where Change Is Indicated

Let us look at some of the objectives where stress or a new emphasis is indicated.

(1) "The dignity of honest labor, the significance of good craftsmanship and the value of honest effort involved in the development of such craftsmanship."

To what extent have we emphasized this worthy objective? If

¹ Dr. O. S. Harrison, IA/VE Magazine, November, 1961

we are sincere in this, why are so many students following courses of study where the possibility of failure is very high? Could more stress be placed on the shop as a place where craftsmanship is of vital importance and also a place where many neglected crafts can be revived to be handed on to future generations?

(2) "The importance of scientific and industrial developments."

Strict adherence to a rigid type of project work may prohibit the inclusion of some of the more recent developments in materials such as plastics, wood laminates and glass. Recent achievements in electronics could easily be overlooked by a too literal interpretation of the present course of study.

(3) "The significance of industrial developments as they affect our environment."

The recent growth in the number of vocational schools now being built points up the need for reliable data about our local industries, their nature, the types of skills needed and the employment requirements as an aid in forecasting the training facilities needed in these schools. A well informed industrial arts department could give valuable assistance in providing the necessary information before trade subjects are introduced and could also give valuable guidance to students who intend to enrol in a vocational course.

The Vocational Electives

While the foregoing comments apply mainly to the present industrial arts in the junior high school program, they also apply to the general electives of the high school curriculum. During the last two decades practical and vocational education has been accepted by educators as a necessary part of a well rounded secondary school program. With this acceptance, vocational courses have been fitted into the traditional high school pattern with the result that there is a trend towards making them just another part of general education without specific leadership, without specific objectives, without accomplishment acceptable as preparation for the areas they are intended to serve. "These electives have made a worthwhile contribution to the general education of our students, but we cannot say they have made much of a contribution in the preparation of students for a vocation. In brief, we can conclude that we have not provided a truly vocational program except in business education."²

²A. B. Evenson, "Report on Proposed Changes in the Secondary School Program for Edmonton Public Schools, 1962"

In Alberta schools the term "technical" has been commonly used in differentiating among the various curriculum areas, academic, fine arts, and commercial. Because by usage it has become so broad in connotation, it is being used less frequently in professional literature. Of major concern is the matter of differentiation between industrial arts and industrial vocational electives. It may well be that many students in our high schools have chosen courses which are not suited to their needs because the guidance and counselling service was not fully informed of the nature and purpose of vocational courses. It should be noted that a good industrial arts program strives to incorporate as much as possible of the methods, procedures and standards of industry. Similarly, a good vocational program strives to incorporate some of the idealism of industrial arts. It should be made perfectly clear that there are two types of shop programs available in our educational system with each program having distinctive features of intent, design and organization.

Industrial arts teachers as groups, vitally interested in the future of their subject, could give leadership in helping to establish national standards in vocational education in order to ensure that these subjects are raised to the status of those required for matriculation by the establishment of definite aims, prescribed curricula and continuity of subject matter.

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MY BOYS

My boys, they come in every day,
Some to work, and some to play,
And when I see a job well done,
I know that half my battle's won.

My boys, I watch them as they try
To get the best of this old guy,
But there's one thing that they don't know -
I used those same tricks, years ago!

My boys have faults, I know that's true,
But haven't I? And haven't you?
And if I could choose, right down the line,
I'd pick a group of boys - like mine!

- Leonard E. Schmidt

A PROVINCIAL COLLECTION OF TEACHING AIDS FOR INDUSTRIAL ARTS AND VOCATIONAL TRAINING

John P. Liebe

Lethbridge Public School District, Lethbridge

In the old days when the provincial training program for "General Shop" instructors had to be improvised on short notice with a different man in charge every few years, it was natural for the young 'pioneers' of the new school shops to be thrown pretty well on their own resources. In fact, a good deal could be said for the value of figuring out one's own methods of teaching, especially as recognized standard procedures for teaching the basic operations in a school shop were not readily available. After 1935, there was a movement afoot all across North America to discard the old-fashioned practice models of the "Manual Training" era and consequently our authorities favored utmost flexibility in shop programs. Alberta has gone all out for the construction of useful and graceful shop projects ever since.

Nobody can possibly deny that a successful shop project has the magic power of providing genuine motivation for the student and satisfaction for his parents. I also believe that my fellow-instructors will agree with me when I say, that I would rather be surrounded by little groups of students, building useful articles more or less of their own choice than commanding a brigade that executes identical practice models. But before the fine finish is put on those cherished creations that go into the home, student and instructor are frequently confronted with stubborn little problems that seem to crop up year after year. The weary shop teacher knows only too well that youngsters usually come for advice after something has gone wrong. Either they were never taught the basic operations of the craft in question properly or they had been thinking of some other instructor's ways or basic instruction had been rather casual and not vivid enough so that the student forgot most of it, when the chance for application arrived. In all fairness to the hard working instructor we might add that, in some cases, the student may not have paid proper attention to even the best teaching in the first place. But on the whole the presentation of the basic operations of the various school crafts is the most serious problem in industrial arts as it is taught in Alberta today.

If we agree then that a minimum standard of instruction in basic operations could improve the teaching of various shop subjects considerably, we have found a very useful and worthwhile activity for the Industrial Arts Council. To bring the idea down to earth I will mention a few of these basic units. A process like soldering, welding, dowelling,

built-up turning, testing compression of a gasoline motor, can be broken down into steps and illustrated by a series of models or pictures; operations like sharpening a drill or a plane or using a micrometer are best taught by vastly enlarged models. In this way a whole class can see clearly where the web of a straight shank drill should touch the grinding wheel or how the wire-edge of a sharpened plane should wear off. Suppose a young teacher feels annoyed that most of his students turn their bowls so deep that they reach the points of the screws which fasten them to the face-plate. We can spare him the trouble if we have a sort of "Museum of Teaching Aids" at our provincial training centre. There he could have looked at a display, illustrating how to mount a face-plate turning to a wooden disk by pasting a paper-disk in between. I recall how I once hunted a long time for someone who knew how to make circular picture frames till I came across someone's single-chuck, sitting between lathe centres. I took one look and the problem was solved. We say drafting is the language of industry. In the same style we might say: displaying teaching aids is the language of shop-teacher training. It is a sort of shorthand which our regional councils should try to develop. Teaching aids are a short-cut to upgrading our shop teaching.

If the Industrial Arts Council would sponsor a provincial collection or museum of teaching aids a number of accessory problems could be solved at the same time. The best would be sifted from the mass of suggestions. A provincial tradition would be established where it is most needed and most effective: at our training centre. Curriculum revisions would have a fund of past experience readily available in concrete, visible form. The long delayed decision on minimum requirements for each shop grade could be taken with the help of generally recognized teaching aids. The argument is often repeated that with definite minimum requirements we could not admit a student into a Grade X shop who did not have the opportunity of taking shop in the junior high school. You bet, we couldn't. And of course, we shouldn't. How can we possibly speak of upgrading our work and even aim at university recognition, if we refuse to set minimum tasks or hurdles that have to be taken before passing on to the next grade? Exploration is fine, but it is not enough.

Finally, let us remember that Canada has at last recognized the urgent need for all forms of technical training. Generous grants are offered for vocational training. It will be necessary to train a fairly large group of vocational teachers. Vocational and industrial arts training will very likely be combined because training courses would overlap and, with a bigger enrolment, better instruction can be offered. Any centrally located institution would certainly improve its services by a provincial collection of teaching aids for industrial arts and vocational training. To initiate such a service is one of the most rewarding tasks our Industrial Arts Council could undertake.

BLUEPRINTING IN THE SCHOOL SHOP

Martin Shalka

Britannia Junior High School, West Jasper Place

I strongly recommend that you try blueprinting, chiefly because of the interest that you will arouse in your drafting classes if you promise them the opportunity to blueprint one or two of their drawings. You can introduce the idea to your first-year students quite early in their drafting section of the shop program. This can be done by passing around some prints of your own which are not too complicated, or better still, some which were done by one of your previous classes. The students may know some of those whose names appear on the blueprints. When you tell them that within a month or six weeks they, too, can be a proud owner of such prints, they will immediately start asking questions about the process. That is your opportunity to explain it briefly, and put on a simple demonstration. That is when you can get across the idea of the correct weight, the neatness, and the various types of lines used in drafting.

You now have the stage set for an interesting session of this particular phase of shop work. Most of your students will work like little beavers in order to improve their work so that when the great day arrives for blueprinting, they will have a worthwhile drawing to use. To those who have not yet tried this, I want to emphasize that you will be surprised at the improvement in the results you will get even from Grade VII or Grade VIII classes. Blueprinting becomes something real to them, and not just something they had heard of. If you have the opportunity, have your classes visit a commercial blueprinting shop. The students will take far more interest in the visit and understand the process far better if they have done it themselves.

What equipment will you need?

- Drafting paper, 8 1/2" x 11" or 11" x 17"
- Tracing paper, same size as above
- Blueprint paper, same size as above, medium speed
- Potassium Bichromate (blueprint chemical)
- Two sheet metal pans, one 12" x 19" x 3", and one 12 1/2" x 20" x 3"; if one is smaller than the other, you will be able to put one inside the other for storage
- A sunlight frame, 12" x 18" (inside measurements)

If you are doing any drafting, then you will have the drafting paper anyway. You can obtain all of the first four items listed from any supplier of drafting supplies. I prefer the 11" x 17" size because I can either use the full size or tear the sheets in half for the drawings and the

tracings. I do not tear the blueprint paper until the printing is done and the paper is dry. The pans can be made in your shop if you have any metal working equipment, or by a sheet metal shop. I prefer a three inch depth because if you fill the pans about two-thirds full you will not have very much spilling over as you would have by using shallow ones. Also, the one pan will hold enough chemical solution for several classes. However, the water in the second pan should be changed for each class. The sunlight frame requires a little more planning and work, but can easily be made by one of the better students. You simply make a wooden frame to hold a double diamond glass. Make one portion of the frame removable so that you can put in a new glass easily if you drop the frame and break the glass. On the back, which can be made of 1/2" plywood, glue some 1/4" plastic foam. This is available in most hobby shops. The back can be held in place by storm window buttons. With your supplies and equipment complete you are ready for production.

The Operation

- 1 - Fill both pans about two-thirds full of water.
- 2 - Add about a heaping tablespoon full of potassium bichromate to the first pan.
- 3 - Set two 8 1/2" x 11" tracings on the glass with the pencil or ink lines next to the glass.
- 4 - Set the blueprint paper over these with the blue side down.
- 5 - Place the back over these and fasten in place.
- 6 - Expose this to the sun for approximately one minute if the sun is bright. If the sun is shining but it is hazy, exposure for 1 1/2 minutes may be better. Experience will soon show you how long the exposure should be.
- 7 - Remove the blueprint paper from the frame and dip it into the chemical solution uniformly. To do this push the narrow side of the paper fairly deep into the solution. Keep pushing it through so that it gets immersed quickly and evenly.
- 8 - Rinse off the excess chemical in the second pan.
- 9 - Hang up to dry. Tack to a board.
- 10 - Before the paper is too dry, put it into a folder and place some weight, such as books, on it. This will take out the wrinkles.

You will find that the light in the shop will not act on medium speed blueprint paper too quickly while you are handling it unless direct sunlight is coming in. In that case work in a darker area of the shop.

I have found that the pupil interest in blueprinting is exceeded only by their interest in completing a project for a Christmas gift. Try it and put new life into your drafting.

FLOCKING . . . A NOVELTY FINISH

N. Stratichuk

Victoria Composite High School, Edmonton

For a finish that is really different, a finish that will give you that professional appearance, the soft and furry feel of velvet, try flocking. Commercially it is used on jewel boxes, cutlery chests, bedroom clocks, and radios, lamps and countless other small projects. In the school shop you may find it very useful in finishing bases on all your wood turning projects, silhouettes and many other small projects. Students are keenly interested and are very willing to try something new.

The flock finish is a novelty finish, produced by spraying or sifting the flock material onto a surface that has some adhesive painted or sprayed on it. A velvety-soft, furry, clothlike surface is the result. The whole operation and procedure is quite simple and inexpensive, and can be done with the minimum of equipment and supplies.

Materials and Supplies

(1) Flock: Flock consists of fine very short lengths of rayon fibre. It is also available in wool, silk or a mixture of these. The rayon fibre particles come in a variety of about 20 different colors, and in two lengths, 3/4 mm and 1 mm. Sometimes the lengths are given in inches, 1/32 and 1/16 inches being the two common flocks available.

(2) Adhesive: The adhesive not only provides a clinging base for the fibre, but also a colored background. It is available in as many colors as the flock is. Canadian Manufacturers name their product "Screen Process Ink", while the American Producers call theirs "Flock Undercoat Adhesive". Both products are quite the same. Thick ordinary oil paint may be substituted, but a longer drying period will be required.

(3) Thinner: A thinner may have to be used to thin the adhesive, especially if the adhesive is sprayed on. Any of the thinners used for the slower drying lacquers may be used.

(4) Cleaning Solvent: Any good quality cleaning solvent may be used to clean spots off your projects or the brushes used.

(5) Spraying Equipment: For spraying the flock onto your surface the simplest and most economical equipment required is a good ordinary insecticide duster. However, if you do a considerable amount of flocking special spraying guns, designed for any of the air compressor units, are available.

(6) Masking Tape: When flocking not all areas are completely covered. Areas such as edges, ends, etc. may have to be covered or masked. For this purpose, some one-half, three-quarters, and one inch masking tape should be available.

Procedure and Methods:

(1) Preparing the Surface: All surfaces to be flocked should be prepared in the same manner as for any other type of finish. The surface should be well sanded, filled and sealed with at least one coat of any common available sealer. Before the adhesive is applied the sealer coat should be smoothed with a fine sand paper.

(2) Applying the Adhesive: The adhesive may be sprayed or brushed on. Brushing is recommended because you will get a heavier and better base. If you have large areas it may be advisable to do your job in sections because the adhesive may dry partially before you are ready to apply the flocking. Commercially both spraying the adhesive and spraying the flocking is done as one job. Both sprayers are ready and close at hand. Any area sprayed with adhesive is immediately sprayed with flocking. Another area is sprayed with adhesive and then flocked. This procedure is definitely advisable for large areas. Note - No adhesive coat should be left for longer than five to seven minutes before flocking is sprayed on.

(3) Flocking: Areas that had the adhesive applied on first should be flocked first. The spray gun or duster should always be as near right angles to the surface as possible, and about six to ten inches away from the surface. Do not jump from one area to another, but work systematically from one area to the next. There is no fear of applying too much flock so spray on thickly. Any surplus flock that does not cling to the adhesive will be blown off by the gun air or will be brushed off later. Note - When flocking use clean paper on your table. All fibre blown off the surface will collect on this and can be re-used.

(4) Drying and Touching Up: After all areas are well covered, the masking is removed, and any smudges and smears should be cleaned. Any cleaning solvent is suitable for cleaning up. Since

flocking fibre will retard drying of the adhesive the project should be stored in a warm dry place for a period of from five to seven days before being handled or used. When dried, all surfaces should be gently brushed with a fine, soft bristle brush to remove any loose fibre.

(5) Purchasing Materials and Equipment:

- Flock - sells for about \$2.50 and should cover approximately 120 - 150 square feet per pound.
- Adhesive - costs about \$4.00 a quart and covers up to 150 square feet.
- Dusting and spraying equipment - varies in cost and design.

All flocking materials and equipment may be purchased in the Edmonton area from: Western Silk Screen and Sign Supply Limited, 10112 - 105 Avenue, Edmonton, Alberta.

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ODE TO A NAG

Oh horse, you are a wondrous thing,
No horns to honk, no bells to ring,
No license buying every year,
With plates to stick on front and rear.
No sparks to miss, no gears to strip,
You start yourself, no clutch to slip.
No gas bills mounting every day
To steal the joys of life away.
Your inner tubes are all O.K.
And pray the Lord they stay that way.
Your spark plugs never muss or miss,
Your motor never makes a hiss,
Your frame is good for many a mile,
Your body never changes style.
Your wants are few and easy met -
You've something on the auto yet!

- George Courtright, sfm

Submitted by -
William Pura
St. Joseph's High School, Edmonton

GETTING THE MOST OUT OF YOUR INDUSTRIAL ARTS NOTES AND WORKBOOKS

J. L. Moffat
Ritchie Junior High School, Edmonton

The appearance of Books I and II, Industrial Arts Notes and Workbooks in Alberta, came at a time when workbooks were entering into a period of unpopularity. However, a close examination of these books will indicate that the emphasis has been placed on the careful preparation of reference material that will assist students in getting the most out of their industrial arts program. Although both books have been fully revised, further revisions in the future have been planned to provide a continuing improvement.

Before concentrating on the main topic of this article I would like to briefly draw your attention to the primary purpose of the books. (1) To enable instructors to make the maximum use of shop facilities and equipment through the elimination of note writing in class time. (2) To provide additional practice in basic skills and problem solving which may be interpreted as an extension of school time. (3) To promote an interest in a well rounded shop program including Drafting, Woodwork, Metals and Electricity.

In using the books properly and effectively it should be remembered that the notes and exercises are intended to support lessons and demonstrations given in the shop. Little value will be gained through providing books to the boys and leaving it up to them to decide if, when and how they will use them. Since the revised edition of Book II is not yet published, the following comments will deal mainly with Book I.

Drafting

(1) Lettering, Pages 8 & 9: These exercises should not be completed all at one time. Each exercise may be done once in class time. Errors should be marked and the students informed to take care not to repeat the same errors. This procedure may be repeated as homework at two week intervals.

(2) Lines, Page 10: Students may draw in one line of each type during class time. The instructor should check each line and offer suggestions for improvement before the boy completes the remaining lines.

(3) Dimensions, Pages 11 and 12: Following a lesson on

dimensioning, one or two of the problems in the exercise should be completed in class and checked to make sure the boys understand what is required. The remainder of the exercise may be completed as homework.

(4) Drawing Techniques and Geometrical Figures, Pages 13, 14 and 15: This section is of particular interest to mathematics teachers. This is an example of how we can support academic classroom teaching.

(5) Freehand Sketching, Pages 18 to 29: This is primarily homework which gives additional practice in understanding the principles of orthographic and isometric projections. Most instructors do not find time for sketching in class even though it is an important function performed by draftsmen. Once again it is recommended that a sample of each exercise be completed in class to make sure the boys know exactly what is required. Most boys seem to be in too great a hurry these days to bother with the mere formality of reading instructions.

(6) Review Questions, Pages 33 to 37: Most instructors prefer to use these as a review prior to a formal examination at the end of the drafting unit. These should be done at home and checked in class by exchanging books. Some instructors provide incentive by allowing a percentage of the mark on these questions to be used toward a report mark.

(7) Homework exercises in drafting should be assigned at the beginning of the period. This will provide work for boys who have completed a drawing in class and are waiting to start the next one.

(8) Exercises should be marked in class time. Each boy should have his book open, enabling the instructor to check and comment on the exercise as he goes around checking the progress of the work for the day.

Woodwork and Metalwork

(1) Lessons and demonstrations should be given on the proper use of all tools and materials. The boys may then refer to their notes for home study. It is my policy to have a five-minute written quiz every second week to ensure that the boys are studying and learning what is required of them.

(2) Identification of Wood, Pages 60 and 61: The instructor should cut out thin strips of each of the common types of wood mentioned in this section and have the boys glue them in their books during class time. By placing pine and spruce, and birch and maple close together, the boys are able to note the slight differences in these kinds of wood. This presentation has proved very successful.

Book II - Electricity

(1) This unit has been prepared to give practical support to the electrical section in Grade VIII science. Although some problems may be difficult to solve for low ability Grade IX boys, the better students find these to be a challenge and actually enjoy doing them.

(2) Although the bell and buzzer circuits may at first appear difficult, I have found that very few boys are unable to complete these correctly. The successful completion of this exercise gives the boys a great deal of satisfaction and promotes a considerable amount of enthusiasm for electricity.

Book II - Vocational Guidance

(1) Information given in this unit is available to all school counsellors through their regular channels. However, it is felt that many counsellors do not have the time to go into detail in this type of work. By placing this information in Book II, each boy will have the opportunity to read about a program that may interest him.

(2) This unit should be a reading assignment for home study. One or two short talks given by instructors on technical education facilities in Alberta should precede this assignment. The questions at the end of the unit were prepared to aid the boys in searching for the important information that may prove to be invaluable to them in future years.

(3) It should be noted that all students will be interested in the information on The Students Assistance Act.

The preparation of industrial arts notes and workbooks has been a cooperative venture in which many instructors throughout Alberta have taken an active interest through submitting suggestions, working on committees, and generally contributing to the improvement of these books. At this time, I would like to express my heartfelt thanks to the many instructors and supervisors who have supported this project in one or more of the following ways: (1) by using the books through the early trial stages, (2) by offering suggestions that have contributed to the improvement of the books, (3) by serving on committees that have screened suggestions submitted by instructors in Alberta.

It is hoped that a continued program of revisions in the future will produce a set of books that will be invaluable to students and to instructors alike.

ADULT EDUCATION IN MEDICINE HAT

H. Romfo

Director of Night Classes, Medicine Hat School District No. 76

The history of adult education in Medicine Hat over the past 20 years has been rather spotty. During and just after the war there was a mild wave of enthusiasm for "hobby" courses. Down through the years, only Basic English, sewing and typing seemed able to command sufficient support to carry on consistently.

It was not until the last year or two that the adults of this corner of the province appeared to become aware of their educational deficiencies and how this was proving a handicap. This revolution in attitude was sensed by the public school board at meetings held during 1960-61 relative to the vocational school. In September, 1961, a night class director was appointed and 25 courses were advertised ranging from Basic English and the various vocational, commercial and general courses to a complete list of grade XII matriculation subjects. By October 11, there were 244 registered in 12 different courses, the smallest enrolment 8 and the largest 45, the latter in welding, which, due to facilities had to be divided into four classes running four nights a week. Close to 70 adults will write grade XII terminal examinations in April.

Regulations governing adult night class students are somewhat different than for day school students. Adults may secure complete matriculation without having taken the prerequisite courses of grades X or XI or, if they wish, they may complete requirements for a high school diploma subject to the usual requisite regulations. No more than 15 credits may be obtained in any one year.

The vocational courses followed this year were those prescribed for first year apprentices, hobby objectives being discouraged. Special certificates signed by the instructor, director and superintendent will be issued to each student who attends 75 percent of lectures and successfully passes the various tests. The purpose of this certificate is to encourage good attendance and, as it briefly describes the achievement level of the student, it serves to inform employers or prospective employers of the competence of the student in that field.

Our courses do not take the place of apprentice training at Calgary Institute of Technology but, since employers may grant advance

credits to an apprentice on the basis of his performance, it is felt that these classes serve a double purpose - skill and theoretical background plus the shortening of apprenticeship time.

Besides serving the above needs in this community our night class program has added weight to our application for a vocational school. It is now established that we are among the fortunate centres to be getting one of these schools.

If there is no vigorous adult education program in your area, I would strongly recommend that you get one started. No doubt you will find, as we did, a much larger number than you expected who are interested, not only in the vocational courses but the academic requisites for matriculation and a high school diploma. This is one way to help those short-sighted early drop-outs of five, ten or fifteen years ago. Many have by now found that promotion-wise they have reached a dead-end that can be opened only by more education. It is our duty to them and to our society to give them the opportunity they now so gladly accept.

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THE OTHER GUY

As you walk along life's highway,
Do you ever stop and try
To see if you can lend a hand
To help - the "other guy".

Have you tried to ease his burden?
Or, perhaps, relieve a sigh?
Or do you find it easy
To forget - the "other guy".

A cheery smile, a friendly pat,
Will make you rate "ace high".
And you'll appear the grandest friend
To - that "other guy".

And don't forget, in all you do,
Or say, or think, or try,
That to everyone except yourself,
You're - the "other guy".

- Leonard E. Schmidt

1961 SPECIALIST COUNCIL SEMINAR

A. W. Toronchuk
Mannville School, Mannville

On August 17, 1961 four members of the executive of the Industrial Arts Council met at the Banff School of Fine Arts to attend the Specialist Council Seminar. This seminar was the first of its kind held in Alberta since the inauguration of specialist councils. Attending were: Dick Stonehocker, Tom Humphrey, George Sutherland, and the author.

The seminar was opened by ATA President J. A. McDonald, who welcomed the delegates and guests and informed them of the Executive Council's interest in specialist councils. Our president, Dick Stonehocker, was then called upon and presented gavels and sounding blocks, prepared by the late Terry Kelly, to the presidents of all councils represented. Mr. Stonehocker paid tribute to the fine work of Mr. Kelly and his interest in the Industrial Arts Council.

E. J. Ingram outlined the threefold purpose of the seminar. It was to acquaint specialist council executive members with the principles, history, and development of specialist councils, as well as with the regulations established by The Alberta Teachers' Association for the operation of specialist councils. It provided an opportunity for the exchange of information between different specialist councils and between the Executive Council members and specialist councils, on their organization, operation and activities. Thirdly, it provided an opportunity for executive members of each specialist council to consider plans and programs for their own councils.

Each council was given an opportunity to report on its organization and its plans. Mr. Stonehocker, who reported for the Industrial Arts Council, outlined such activities as: (1) the inaugural conference held in Edmonton, (2) regional constitutions being formulated, (3) a publication being considered, (4) plans to undertake a study of the place of industrial arts in the curriculum, and (5) the proposed addition of a director from each regional council to the list of officers. Discussion followed on liaison between the parent council and the regional councils. It was agreed that each regional council should deal through the provincial council on matters of general policy. It was also brought to the attention of the other councils that, in a few years, there will be vocational schools and technical schools. The question was raised as to whether or not instructors in these schools would be eligible for membership in the council.

At the conclusion of the reports, a summary was made of the various types of activities considered by most of the councils. They were: (1) a two-day annual conference, (2) a publication (this will be printed by The Alberta Teachers' Association and will be distributed to the members of the councils concerned), (3) summer seminars, (4) one-day conferences and (5) research projects.

Discussion also took place on the function of specialist councils in respect to curriculum recommendations or resolutions. It was pointed out that the major function of specialist councils is the improvement of instruction through inservice activities, and that consideration of formal resolutions would play only a minor role in council deliberations. Moreover, Alberta specialist councils would not be represented on the ATA Curriculum Committee but, once a year, each council would be invited to send a representative to a meeting of that committee. Members of specialist councils would probably be requested to serve on departmental subcommittees and to try out new or experimental courses. It is likely that the Executive Council and the ATA Curriculum Committee will also seek assistance and advice from specialist councils. This has already been done in the case of criteria for accreditation and in determining the place of home economics and industrial arts in the school curriculum.

The last day of the seminar was a summary session which was chaired by ATA Executive Secretary Dr. S. C. T. Clarke and which covered five general areas of agreement achieved by the seminar and also several problems which were raised during the sessions. Most of these problems will require further study and consideration.

It was agreed that, in addition to providing inservice activities, each council must be concerned with deciding on a budget, publishing some type of publication, acquiring membership, and organizing the annual conference and other activities. It was also the consensus of the seminar that specialist councils should be broad in nature, should take in all the subject fields in their area and should attract and welcome as members teachers of all grades. As for membership, it was felt there should be just one membership fee but that the councils should be encouraged to sell their publications to non-members. With regard to annual conferences, it was agreed by all present that councils should not plan conferences which require teachers to be absent from their regular classroom duties. In addition to this, it was agreed that councils should not plan conferences during the three days of the Annual General Meeting.

The Home Economics Council and the Industrial Arts Council expressed the opinion that non-teacher specialists in these subject areas

may wish membership in the specialist councils. However, it was agreed in general that, for the present, membership should be limited to teachers, members of the Department of Education and personnel from the University of Alberta.

Problems and procedures involved in the formation of regional councils were also considered by the seminar. It was agreed that all specialist councils had a responsibility to organize and assist regional councils. The Industrial Arts Council had the distinction of having formed its regional councils before the provincial council was formed.

All present agreed that the seminar was a success. It gave the executive members of each council a foundation on which to work and ideas to make their activities more interesting. This type of seminar may be held annually for at least the next two or three years.

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THE GENERAL SHOP

The general shop is a mighty good plan
To make of the boy a suitable man,
A place where he does more things than one
Of the jobs that in life time will have to be done.

A shop where he can just sort of explore
To see what trade he's best suited for,
To grasp somewhat of a bird's eye view
Of the tricks that old folks wish they knew.

The essential things in more than one line -
Not a tradesman - No, there's not enough time,
But sufficient to guide the future man
In the making of his own life's plan.

- William L. Hunter

G. Sutherland

Strathcona Composite High School, Edmonton

At the inaugural conference of the provincial council for Industrial Arts, a timely and well considered concept of safety was expressed by guest speaker Professor J. Spry of the Ontario College of Education. As those who were in attendance will recall the key points were most appropriately reinforced by his Rabelaisian anecdotes which become ineffectual with rephrasing.

Professor Spry stated that the very cornerstone of all safety education programs is commonsense born of experience and instruction. It does not "just happen"; consequently, an instructor should not expect it to be forthcoming until he has done his job and prepared his students thoroughly.

The second point he emphasized was the development of an attitude of responsibility. This implies more than rote learning of lists of rules for the safe operation of power tools. It implies the ability to plan activities within the shop in such a manner as to prevent situations that result in accidents. He quoted Lovett, who said, "Safety devices do not prevent accidents, they prevent injuries".

Under his third point were those features influenced by the professionalism of the teacher. First there should be a real concern for the individual involved, aside from the obvious legal responsibility. The teacher should teach his students to protect themselves from machines and the carelessness of others. Make them think safety. Safety rules should always be presented with a reason or purpose. Professor Spry maintained that the rules of safety can be reinforced by means of the Laws of Learning:-

- 1 - Law of Use - Constant repetition-remember safety education fatigue.
- 2 - Law of Effect - The result must be satisfying and gain approval.
- 3 - Law of Recency - Keep instruction up to date regularly. Students are quick to spot outmoded practices. According to Pestalozzi, application must follow instruction "as the thunder the lightning" if learning is to be effective.
- 4 - Law of Vividness - Create a lasting impression - i.e., this is the piece of wood that resulted in Jimmy Smith losing the ends of two fingers (1"x3"x5" block chained by the jointer to emphasize), or a boy is blindfolded for a period to emphasize possible result of not wearing safety goggles on the grinder.

- 5 - Conclusion - Always try to give the "why" of what you teach. Summarize with question sheets and test at appropriate intervals to insure retention.

Professor Spry concluded his remarks with the contention that devices, gimmicks, etc. are merely aids. True safety is an attitude to be impressed into the habits of all students.

For further free safety information, write to - Algoma Steel Corporation, Toronto, Ontario, "General Safety Rules and Regulations"; and Canadian General Electric (nearest major city), Pamphlet, "Safety Instruction and Information".

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Don't do all of your work with your hands, let your head help!

There is only one way to get an education, but there are a thousand ways to make a fool of yourself!

You can get more money for doing a job than for just knowing how to do it!

A mechanic is born but he isn't born a mechanic. He must be educated in his line just the same as a lawyer or doctor.

A head full of brains is worth more than a hat full of money!

A lot of folks are overworked because it takes them all day to do a three-hour job!

SAFETY IN MACHINE OPERATION

C. E. Stirling

Eastglen Composite High School, Edmonton

This idea is not new, having appeared in the Industrial Arts and Vocational Education Magazine a few years ago. It was also mentioned by Dr. J. Spry at last Easter Convention. However something has been added in the form of parts identification to give a clearer understanding of what the safety rules mean. Finally practical tests are given each student in which he must demonstrate his knowledge of safe operation of machines.

For the "Parts Identification Test" prepare mimeographed copies of illustrations by first making a carbon tracing directly on the master sheet, if you are using a spirit duplicator. Secondly, put your duplicator carbon in place and retrace your carbon copy with a hard pencil on a hard smooth surface. By this method you can trace any illustration even if you have limited artistic ability, and you save time.

Each student is given a copy of this drawing a day or two after the demonstration. He lists the parts numbers down the left side of the sheet and enters the name of the part and its use opposite the numbers. One point is given for each part and one for each use. Each student who scores 80 percent or better gets a bar after his name on a prominently displayed chart and his mark is entered in the mark book as part of his theory mark. A red line after his name will indicate he has written but has not reached the required standard to operate the machine. The standard is raised five percent for the rewrite to 85 percent, and a further five percent on each attempt, with the rewrite to take place within reasonable time, such as the next day.

It is suggested that the instructor should write a good set of "Safety Rules" on each machine basing them on a recognized authority such as Hjorth's Operation of Common (Modern) Woodworking Machines. The student is allowed to miss one rule out of 14 in our shop. On his second try he must have a perfect score to get a bar after his name.

The "Practical Test" consists of simple ripping and cross-cutting observing all safety precautions. Due to the strain which some feel in this test they are allowed to come when they are ready. Make no attempt to rush them. After all, the machining is faster than hand work even when operated carefully.

This is proving to be a very effective method of teaching the safe operation of power machinery in the woodshop. Similar methods can be used in other shops and even in teaching other phases of the shop courses such as tool identification, woods identification, care and adjustment of the hand plane, etc. Students seem to accept the idea readily, and there is certainly an upgrading of attitude while demonstrations are in progress.

But one word of caution. If you don't like work, don't start this. Until your program is completed you will be loaded down with marking. However the satisfaction you will get from the results will more than justify the effort.

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A fool with tools can destroy more wood in a day than God can make in a hundred years!





A dull boy and dull tools are companions, generally found on the same bench!

Doctors say any fool can cut off a leg, but it takes a surgeon to save it!

The reason why most men do not accomplish more is that they don't attempt more!

Constructive criticism is harder to give than destructive criticism but it is worth much more!

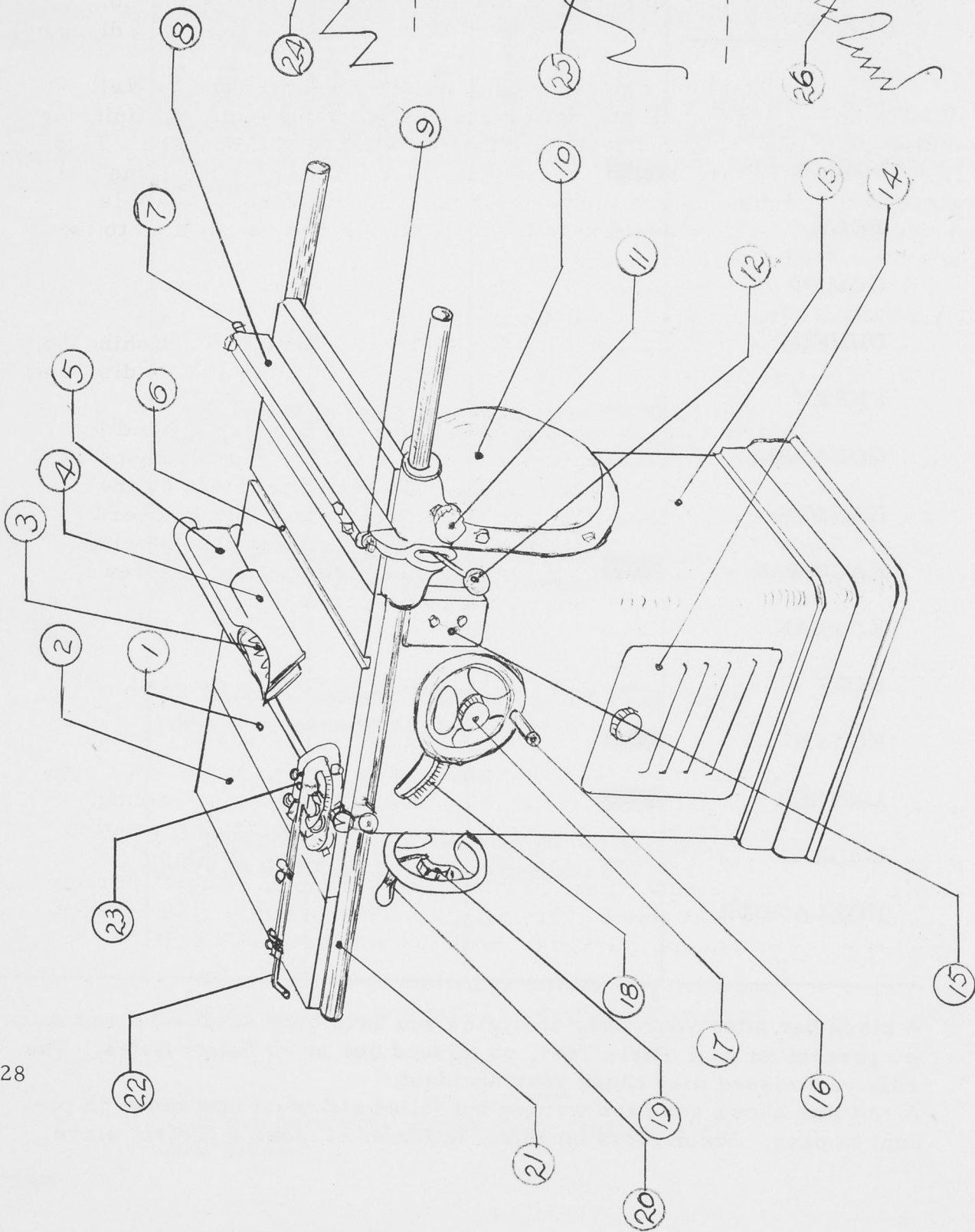
If you keep your mouth shut, your ears will work better!

MACHINE OPERATOR'S TESTS	CIRCULAR SAW			RADIAL SAW			JOINTER			PLANER
CLASS _____	Parts	Safety Rules	Practical	Parts	Safety	Practical	Parts	Safety	Practical	
ADEMA										
BELL										
COMPO										
DUNKIN										
FERRY										
GOLANSKI										
HANSON										
KACHMAR										
KASSIAN										
KING										
KOTYK										
LANGER										
McLEAN										
NORLANDER										

A black bar after your name indicates you have been successful and made 80 percent on your Parts Test, or missed one or no Safety Rules. The rule you missed may cause your accident.

A red line shows you have written but failed and must now make 85 percent to pass. Second tries on Safety Rules must make a perfect score.

10 IN. CIRCULAR SAW



Woodworking With Machines

By J. H. Douglass; McKnight & McKnight; General Publishing Co.,
222 Adelaide Street West, Toronto 1, Ontario, \$4.70 (less 20% discount)

An excellent reference book for the woodwork shop. Well illustrated sections on all standard machines, portable tools and finishing equipment. Also contains seven sections on woods and their uses. This book covers furniture design, construction and finishing. Questions and suggested assignments are included for most units. A set of tests is included free. A good addition to the instructor's own, as well as to the reference bookshelf.

General Shop Bench Woodworking

By Fryklund & LaBerge; McKnight & McKnight; General Publishing Co.,
222 Adelaide Street West, Toronto 1, Ontario, \$1.80 (less 20% discount)

This is a new revised book suitable for Grades 7, 8 and 9. The short teaching units makes it very suitable for the general shops as well as the unit shops. This book can be used very effectively by the individual student and stay within the course of studies. Book covers such topics as: Use of most hand tools, finishes, simple upholstering, design in woodwork, lumbering, plywoods, and information on screws, nails, glue, etc. Free tests are supplied with each unit.

Welding and Cutting Manual

By The Linde Air Products Co., The Dominion Oxygen Co. Ltd.,
Toronto, Ontario

This book can help you get the greatest value out of your oxy-acetylene outfit and also be of great value in your teaching of welding. The book covers such topics as: how to set up and operate your outfit, welding most common metals, cutting, heating, bending, brazing, soldering, and has a section on 100 things you can make. Charts at the back of the book would also be very helpful. The book is written in such a way that it could be used as a text-book for high school students.

- A. W. Toronchuk

AN OPEN LETTER TO ALBERTA TEACHERS CONCERNING VOCATIONAL HIGH SCHOOLS

My interest and concern in the success of our new vocational school prompts me to write this letter.

Much of what I have to say is based on surmise. (Many factors seem to be responsible for the decision to build such a school at this time.) These are, in order of importance.

- 1 - The fact that 50 more high school classrooms will be required in the near future, and no other means can supply them so economically.
- 2 - There is concern on the part of government for the number of unskilled graduates of our high school system who in increasing numbers are flooding the labor market.
- 3 - There are many jobs available for those who have reached a certain level of proficiency in skill and knowledge in certain technical areas.
- 4 - The public relations program of the federal government has created a more favorable climate for public acceptance of such an institution.
- 5 - The trend on the part of the poorer student to remain in school longer has accentuated the importance of making wider provision for individual differences and needs.
- 6 - The size of the industrial complex in western Canada makes it financially impossible for employers to carry non-productive workers while they learn.
- 7 - The level of technical knowledge increasingly necessary to qualify a candidate for employment can only be learned in a lecture - demonstration activity situation.

The problems involved as our public school system accepts yet another task in the interest of society are many. In order of importance they are as follows.

- 1 - The lack of a desirable public image of vocational education.
- 2 - The tendency on the part of educators at large to ascribe to vocational education the general aims which are pertinent only to general education.
- 3 - The practice of industry to use matriculation as a blunt instrument to eliminate the incompetent.
- 4 - The traditional premium placed upon matriculation by parents and teachers regardless of student needs and goals.
- 5 - The tendency of school administrators to see the vocational school as the solution to all their problems.
- 6 - The employment of instructors who are tradesmen as well as teachers.

7 - Finally the task of finding administrators for this school with clear understanding of the purposes which such a school may legitimately serve.

The problems I have listed cannot be solved unless they are clearly recognized and appropriate steps taken. (The status of vocational education will be achieved only by serving the needs of industry.) Vocational education will have status when the by-products of such education is preferred by employers to those with matriculation.

The minimum objective of a vocational school then should be to turn out graduates who are employable in the area of their specialty. This implies, indeed demands a standard. The aims of such a school are specific. Candidates must be selected in each area who have the interest and ability to reach this standard. When the imperative is to fill such specific requirements the general aims of general education have no place. Initial recruitment for vocational courses in the new school should be from Grades IX and X on a basis of interest, ability and maturity. The guidance staffs in our junior high school must change the emphasis of their work from the institution of "remedial reading" and "how to study" classes, and add more intensive testing and guidance with this institution in mind. In the high schools full time guidance personnel must interview and test in a more purposeful manner. In addition to the normal complement of guidance personnel the new school must have a liaison officer who will keep abreast of industries' needs and do job placement work. As the school becomes more vocational, a second liaison officer may be required.

A desirable public image of vocational education has yet to be formed. Under present conditions it can serve purely vocational ends only to a limited degree. It can be vocational only in certain specific areas where there is demand on the part of industry and interest on the part of students. At the moment these areas would seem to be business education, electricity, electronics and food preparation. While student demand is important, the determining factor in all vocational courses must be the state of the labor market. Initially, this school must for the most part, serve general education requirements. It must evolve as a vocational school under the guidance of one who is thoroughly conversant with all course content in the vocational field.

In certain areas there is a demand for the kind of specialized training that can be given only in a vocational school. Those who train in these areas will readily find employment. In other areas, notably the construction industry, where the work is seasonal and where the bulk of those employed are unskilled labor, there is little demand for the intensive training that a vocational school would give. For the present

building construction therefore should be taught as a part of general wood-work and serve the purpose of general education. The credit allotment in such areas should remain small so that general training may be given in other areas as well.

Another such area is automobile mechanics. Graduates of a vocational course in automotives will not readily find employment. In this area the proportion of unskilled labor is very high, versatility is low. A man may be confined to tire repair or some other specific task where pay is based on piecework rather than all round proficiency and knowledge. The existing apprenticeship program turns out an ample number of journeymen to satisfy demand in this industry. Automotives should therefore remain one subject of a general education program until conditions change in the industry.

Liaison with industry then is doubly important, for job placement presupposes jobs, and what may be vocational training during one period of time may become an obstacle to employment in another. Student demand in a vocational school then becomes a secondary though a nonetheless important consideration.

From the foregoing it is apparent that a vocationally oriented high school differs from a matriculation oriented high school only in emphasis. The standard high school bases its timetable on the matriculation program. Students are either matriculants, or, deviations from matriculation, and we call them general students.

In a vocationally oriented high school timetabling must be adjusted around the vocational core of the student body. After their needs are met, the individual timetables for the general and terminal student may be fashioned.

No three-year matriculation program should be offered in the vocational high school. The programs offered should be as follows.

- 1 - Three-year vocational with a high level of specialization in one field, and academic material adapted to their specific needs.
- 2 - Two-year vocational or (terminal classes) with specialization in one field and academic material adapted to their specific needs.
- 3 - The general student with exploration in two technical areas and the core academic subjects. (four year matriculation)

The existing high school system makes adequate provision for exploration in vocational areas in conjunction with a grounding in the core academic subjects. The junior high school is fairly effective in passing

on the generalized technical information necessary to all in an industrial society. The proposed vocational high school can justify itself now as a high school with varying degrees of vocational orientation. It will justify itself as a purely vocational school in the future if a concerted effort is made to bring this about. I would like to preside at this evolution.

Yours truly,

C. B. THOMPSON

Electrical Instructor, Victoria Composite High School, Edmonton;
Chairman, Advisory Committee on Electronics;
Chairman, Provincial Curriculum Committee on Electronics

SECRETARY-TREASURER'S REPORT

The Industrial Arts Council has a total paid membership of approximately 125, this being about 40 percent of all the industrial arts and unit shop teachers within the province.

Prospective members are reminded that they must first join a regional council and in this way become members of the provincial organization. Regional boundaries are not rigid so that each teacher may join the group which is most convenient for him.

At present, we have five regional councils. Four are functioning and one is in the formative stage. Please feel free to call on the regional councils at any time. The executive members of each regional council are -

Southern Alberta

President - Dr. John P. Liebe, 1264 - 3 Avenue S. , Lethbridge
Secretary-Treasurer - D. Peterson, 504 Rideau Court, Lethbridge
Director - Lorne D. Wiley, 1268 Parker Avenue, Medicine Hat

Calgary and District

President - N. Short, 451 Gladmere Park, Calgary
Secretary-Treasurer - A. Day, 2004 - 18 Avenue N.W. , Calgary
Director - Walter Mynarski, 340 Trafford Drive N.W. , Calgary

Central Alberta and District

Chris Flanagan, 8A, Lindsay Thurber Composite High School, Red Deer

Edmonton City

President - W. E. Robinson, 10733 - 101 Street, Edmonton
Secretary-Treasurer - Matt Shykora, 10554 - 47 Street, Edmonton
Director - George A. Sutherland, 5407 - 111A Street, Edmonton

Northern Alberta

President - L. Mellom, Box 873, Wetaskiwin
Secretary-Treasurer - J. Bauman, Box 765, St. Albert
Director - A. Huslak, Box 82, Andrew

Your provincial executive has held three executive meetings

since the inaugural conference. Main items of business at these meetings have been our annual industrial arts publication and plans for our Easter, 1962 conference.

Our second annual conference will be held in Calgary, April 26 and 27. The Calgary Regional Council was asked to do the organizational work and no doubt will have something of interest to everyone.

The Calgary Regional Council has scored a first from a public relations point of view. Executive members from this group took part in an interview-type of program on December 22, 1961 over CBX. The objectives of the Industrial Arts Council and of industrial arts were discussed. We hope that it was well received by a large listening audience.

The Southern Alberta Regional Council has suggested, through the ATA Curriculum Committee, that the Department of Education be asked to offer 31-numbered courses in industrial arts. These would be sequential to 21-numbered courses. If a student has taken, for example, Wood 21 and Wood 31, he would then have the equivalent of Wood 20 and would be allowed to proceed with Wood 30, if he wished to do so. This would apply to all areas of industrial arts.

Your executive has been generous enough to send me as your delegate to the American Industrial Arts Association Convention, which will be held in Pittsburgh, Pennsylvania from April 16 to 19. This should be a very worthwhile experience. Possibly there will be time for a report to the membership at the Easter convention.

I cannot urge everyone too strongly to become a member of our council. These are changing times and we, as teachers of industrial arts, must have a strong organization so that changes will be positive ones.

- T. T. Humphrey
Secretary-Treasurer.

CONSTITUTION OF THE INDUSTRIAL ARTS COUNCIL, ATA

Name

The name of this organization shall be the Industrial Arts Council of The Alberta Teachers' Association.

Objects

The purpose of the Industrial Arts Council shall be to improve practice in the teaching of Industrial Arts by increasing members' knowledge and understanding in this field.

Membership

(a) Any member of The Alberta Teachers' Association or non-member covered by the Teachers' Retirement Fund, (b) any certificated teacher in Alberta, and (c) any member of the University of Alberta or the Department of Education, who has a special interest in the field of Industrial Arts, shall be eligible for membership. Within these limits, the Council may establish additional criteria for membership.

Fees

Membership fees may be established by resolution at the annual meeting of the Industrial Arts Council.

Officers

(a) Officers of this council shall consist of a president, a vice-president, and a secretary-treasurer to be elected for a term of one year, at the annual meeting of the council. They will assume office from July 1 to July 1 of the following year.

(b) One director to be elected from each regional council, and an ex-officio member appointed by the Executive Council of the Alberta Teachers' Association.

(c) The officers of the council shall be responsible for conducting the work of the council.

Finances

(a) The executive of the Industrial Arts Council shall be empowered to ascertain that annual membership fees be collected from each member of the Industrial Arts Council, and to make expenditures.

(b) Secretaries of each regional council shall collect the prescribed fee and submit same to the Secretary-Treasurer of the Industrial Arts Council.

(c) Membership shall be from August 31 to August 31 the following year.

(d) The secretary-treasurer of the Industrial Arts Council shall present a financial statement at the annual meeting of the council.

Committees

The officers of the council shall appoint from time to time such committees as are necessary to carry on the work of the council.

Liaison

Any representations which this council wishes to make to any organization, government department, or other agency shall be conducted through the Executive Council or other regular channels of The Alberta Teachers' Association.

Regional Councils

The executive committee of this council shall encourage and shall have authority to grant recognition to regional councils, to establish the boundary of regions, and to establish regulations governing the organization of regional councils not inconsistent with this constitution.

Reporting Activities

This council shall submit annually a written report of its activities to The Alberta Teachers' Association. This report shall be submitted prior to December 31 of each year.

Meetings

This council shall hold at least one general meeting each year.

Amendments

After three-months' notice of motion to amend the constitution being given to each member, this constitution may be amended by a two-thirds majority vote of the members present at any regular session of the annual conference of the council, subject to ratification by the Executive Council of The Alberta Teachers' Association.

LAMENT OF A SHOP-TEACHER'S WIFE

William Pura

St. Joseph's High School, Edmonton

Oh woe is me!
My life, I see,
Is one continuous frustration.
Because my mate--
Oh, cruel fate!--
Teaches industrial education.

My friends all say
"How lucky the day
You were married to your
handy man.
Furniture he can make
And fix what you break,
Can you want any more?" I can!

Like the cobbler's wife
I find that my life
Is a series of neglected requests.
"Now would you, Dear,
Drive this nail here?
This wish six times I've
expressed."

And now you'd suppose
I'm about to disclose
That on my own, I've acquired
the skill.
But alas and alack!
I can't drive a tack
And a buzz saw I can't tell from
a drill.

All the people we know
Think we're made out of dough
And have time on our hands to
burn.
"See that thing on the shelf?
since you made it yourself
I'd like one the next time I return."

Other teachers galore
Arrive home at four,
But not my industrial husband.
He's still at the school--
A boy lost a tool!--
Besides, he must check on his
fund.

But what ever betide
I could take in my stride
All else but this one final
weeper:
"Oh, don't buy that--"
From a car to a cat--
"I can make it for you a lot
cheaper!"

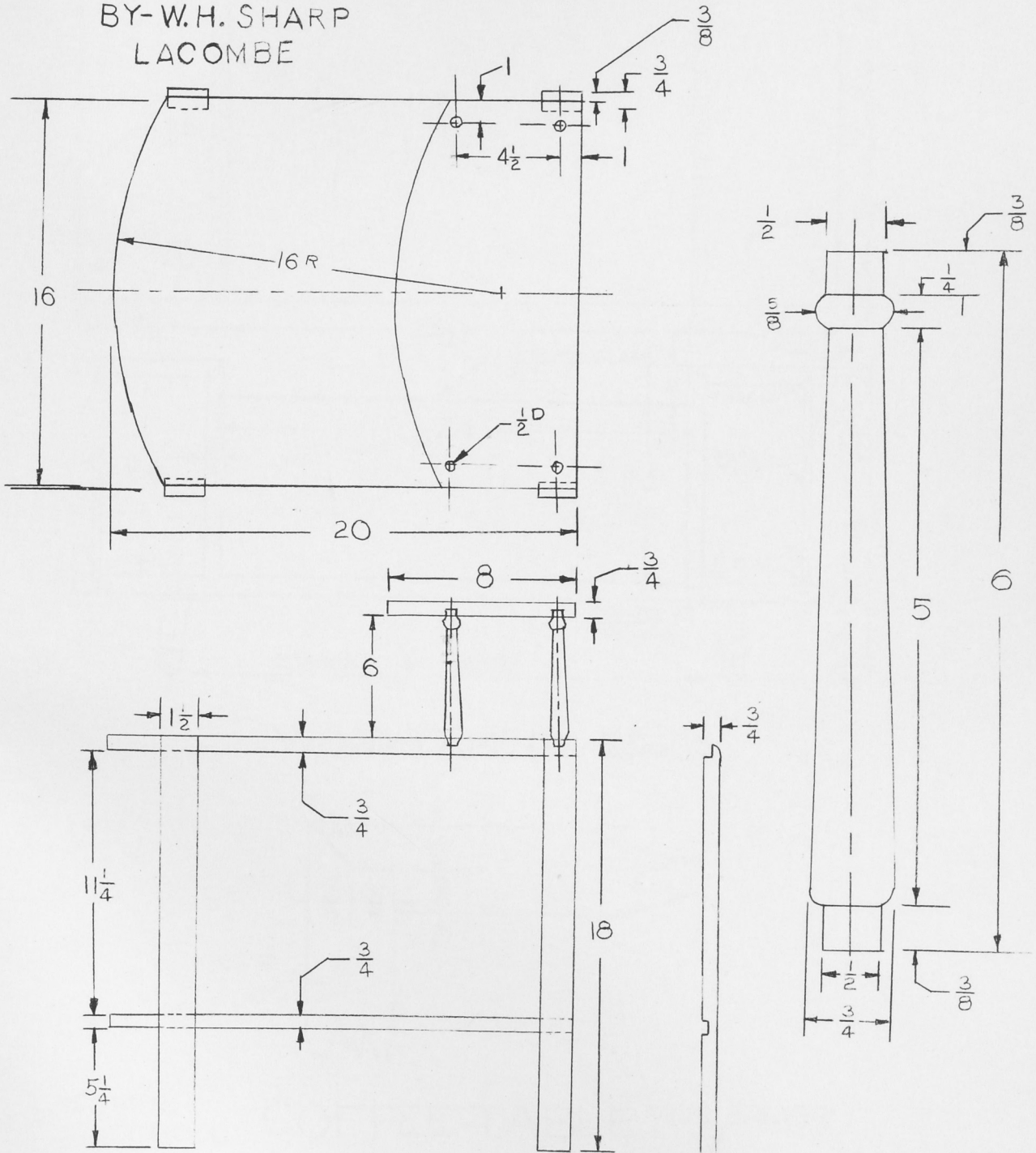
- Elizabeth Bernard Sandlin

FOUR PROJECT SHEETS

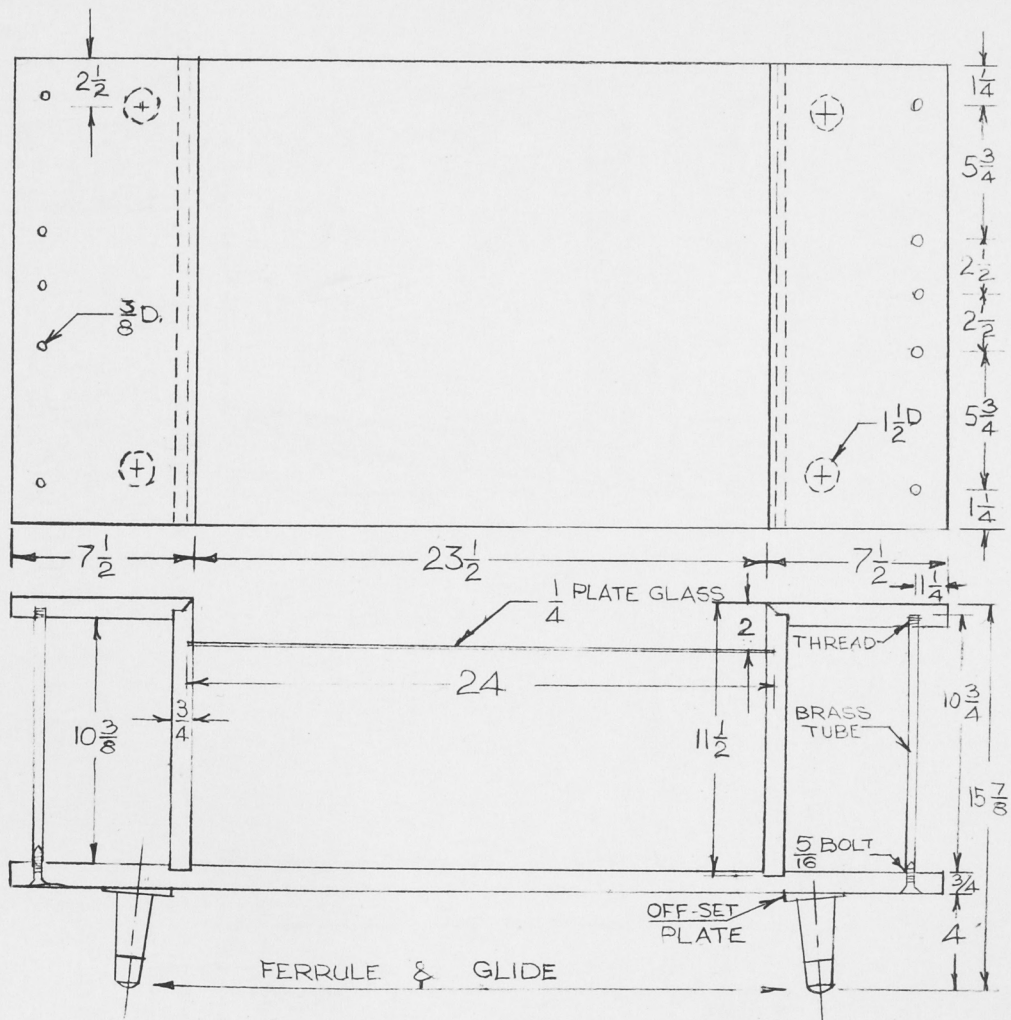
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BY-W.H. SHARP

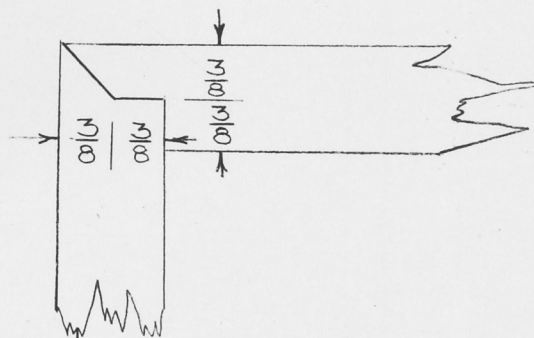
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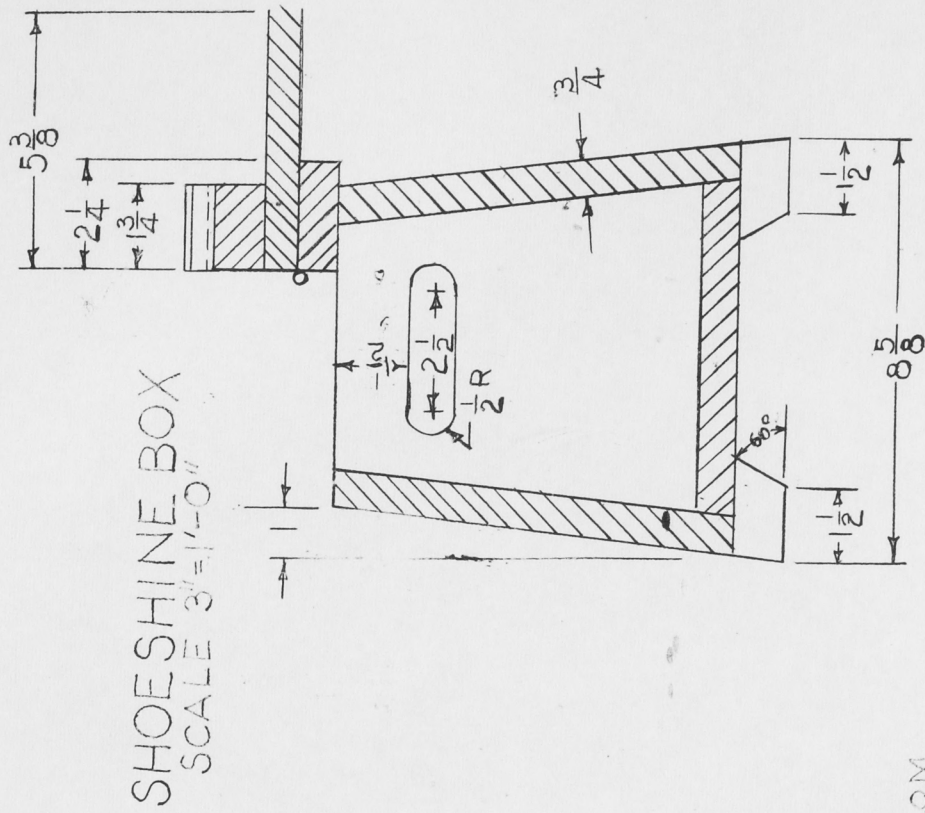
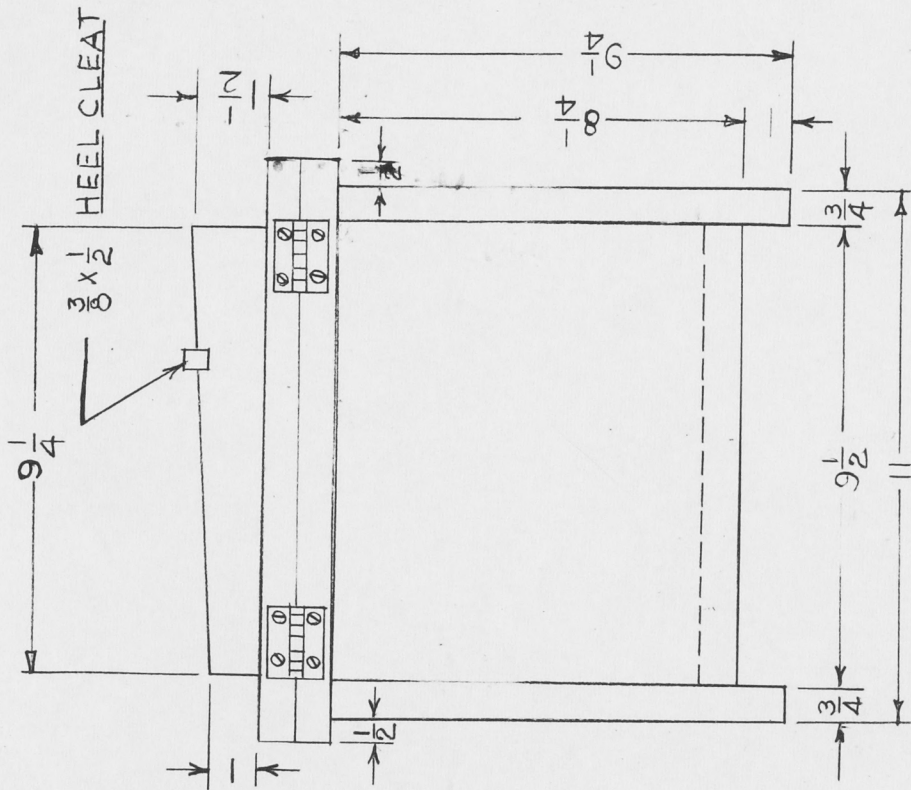
WOOD-TAPE ON EDGES



LACOMBE
SCHOOL

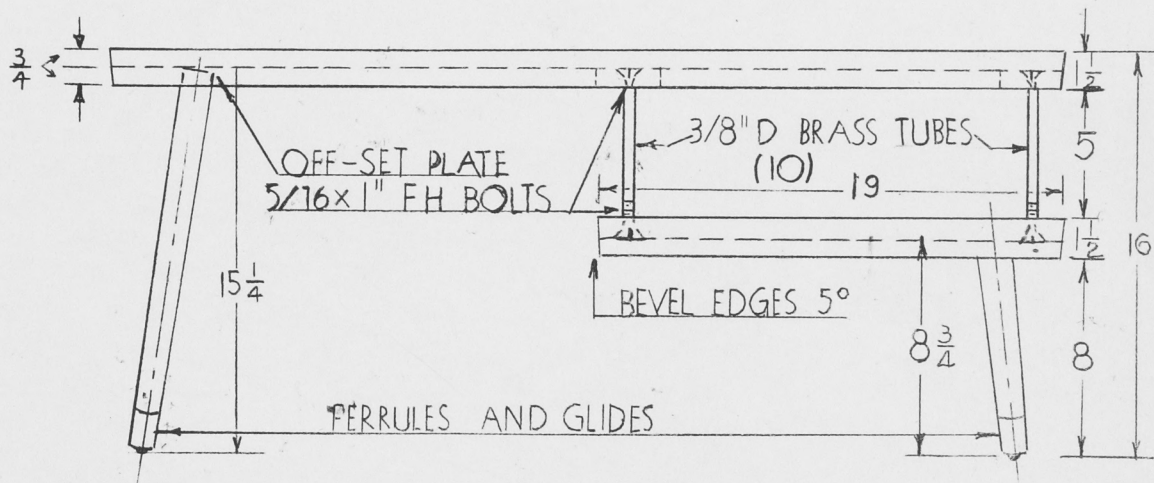
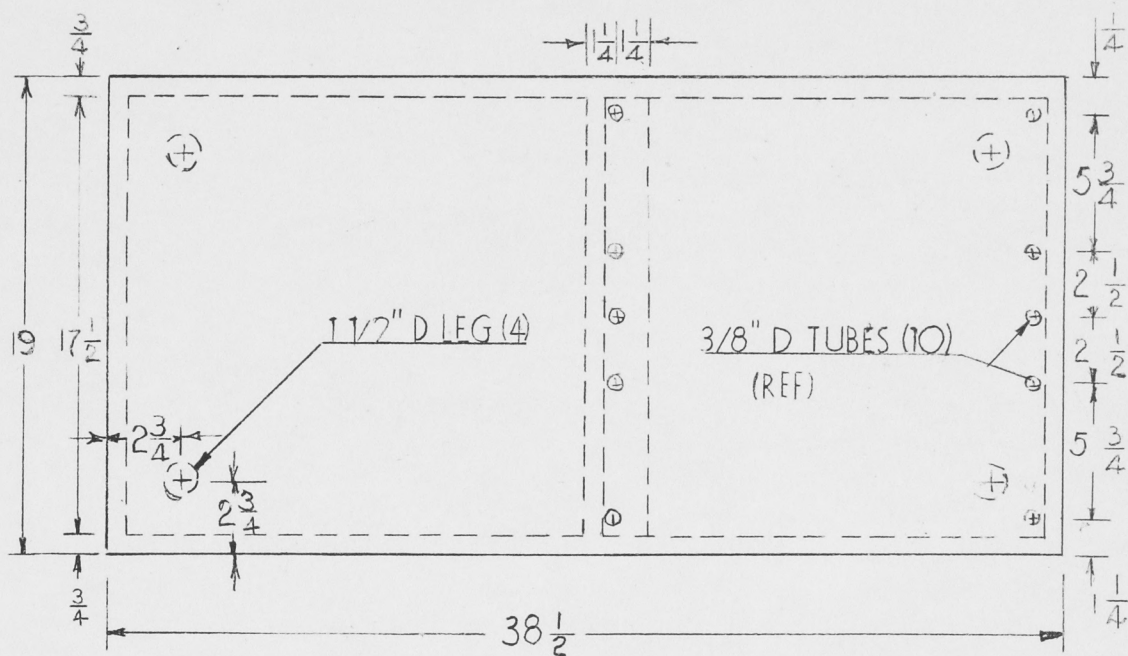
COFFEE TABLE W.H. SHARP

A.



SHOESHINE BOX
SCALE 3"=1'-0"

C.E. MELLON
BOX TYP
STETTINER, ALBERTA



1 1/2 WOODTAPE ON ALL EDGES

BY- W.H. SHARP

COFFEE TABLE

SCALE - 3/4" = 8"

W.H. Sharp

